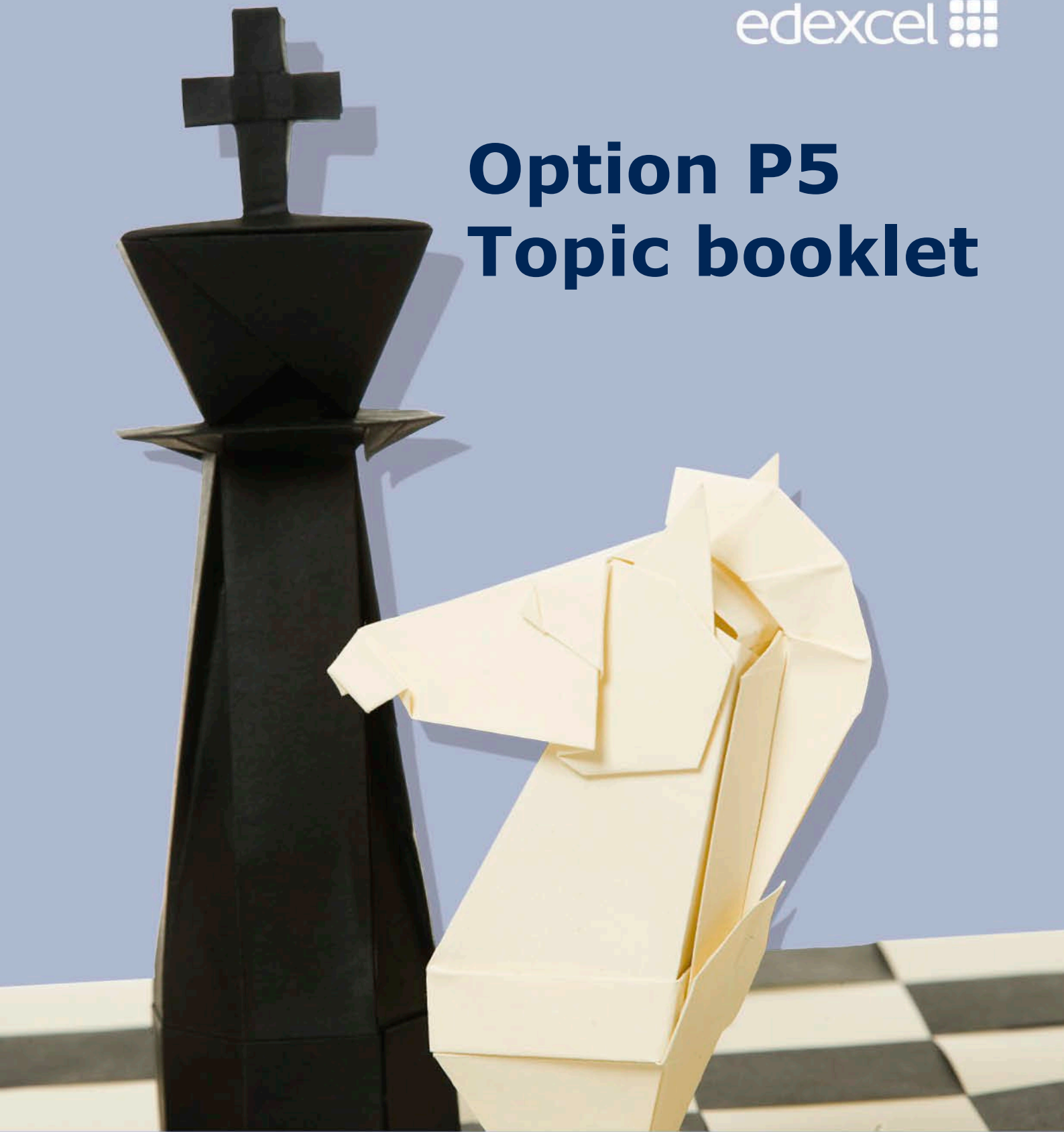


Option P5

Topic booklet



Conflict in the Middle East, 1945–95
GCSE (9–1) History

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History (1HI0)

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Version 4 (February 2022)

The Resources section of the topic booklet has been updated with new resources, including the partnership between Pearson and Parallel Histories. More information on the partnership can be found [here](#).

Conflict in the Middle East: why consider this topic for your students?

Conflict in the Middle East, c1945–95 is an exciting period study option for GCSE History Paper 2. **Hugh Castle, Head of History at Lancaster Royal Grammar School**, gave us his viewpoint on what makes this topic a great option. He has taught history for twenty-nine years, is active in curriculum planning and coordinates Parallel Histories in schools.

Interview and article by Ben Armstrong

1. Why do you consider the Conflict in the Middle East option an excellent choice for your students?

Because they learn so much from this topic, and not just about Israel and Palestine – they learn about the very nature of history, about why conflicts persist, and about how to debate strongly-held viewpoints robustly but respectfully. I don't think it is an overstatement to say that this topic is the mother of all controversies. It is history, but it is so relevant today to students because the continuing conflict between Israelis and Palestinians remains controversial, not only as a matter of foreign policy but also for intercommunal relations. When you teach this unit, you really draw out the view from your students. I can understand why some schools do not want to teach this, but it is the right thing to do. If we do not engage with controversial topics, we are sidestepping our responsibility.

As well as the skills that are taught in all of the options for Paper 2 that all GCSE students gain, this topic has great scope for covering big concepts like empire, radicalisation, siege mentality, intergenerational causation and legacy, proliferation of conflict, living under occupation, ethnic nationalism, superpower rivalry and how opinions are formed. I can't think of a better vehicle for engaging in these historical, political and social issues because it is real.

Additionally, Conflict in the Middle East creates some great opportunities for classroom debate. We use [Parallel Histories](#) materials to help prepare the two sides with source evidence on which they can base opposing arguments. Very often we swap which sides the students are on at the next debate so they begin to see how arguments are created and rebutted, how contrasting perspectives can be justified, and how different types of source evidence can be utilised and interpreted.

2. So why do you think some teachers could be put off from selecting this topic?

The main concern is fear of accusations of bias, leading to fear of not being enough of an expert to take on the topic. But this is the very reason that this topic should be openly taught, and the many resources on the Parallel Histories website can help teachers to approach the topic from multiple angles. It allows them to let the evidence do the talking and avoid playing the moral umpire. Additionally, there are many other resources, like textbooks and websites that can support planning. Once students see how the topic links to modern people and events, for example starting a lesson with a declaration made by a political leader like Donald Trump, students quickly grasp its interest and relevance.

3. How have you planned to effectively teach this unit as part of your GCSE scheme of work?

I think the key is to make this relevant to the wider curriculum planning, rather than treating it as an isolated topic. Within the GCSE, we have selected units that harmonise together. For Paper 1, we teach the Warfare and British society option, which helps to set the wider military context of the twentieth century; for the British period study of Paper 2, we cover the reigns of Richard I and John, which includes the Third Crusade, and for Paper 3, we teach Weimar and Nazi Germany, which provides the Holocaust in Europe as context for events in Palestine from 1945. However, we also fit the topic in within the wider curriculum. In Year 9, we address the period as an enquiry based upon the Parallel Histories resources. We focus particularly on an overview of events and contrasting the differing interpretations of the period. We then return to the topic in Year 11 as the last GCSE unit. By this point, the students have an awareness of the Middle East from Year 9, but also a broader contextual

understanding from the other GCSE events which means they can really engage with the ideas of narrative and importance. We also link this further than GCSE – as part of the Edexcel History A Level, we use the Middle East as the basis of the enquiry topic for Unit 4. One thing that has helped has been to adjust how we teach the lessons. We have moved away from making lots of notes. Instead, students generally receive a set of notes which they can highlight and keep. Much of the lesson focuses on discussion and debate around the knowledge, which helps to engage with ideas of consequence and importance. Writing is presented as something special and important, as it is not continual – students are encouraged to do their best when they write, so that they write the most important things, not everything. Writing after in-depth debates produces a much higher quality of understanding.

4. What resources have you found to be particularly helpful?

Obviously Parallel Histories is at the centre of our resources. We also make regular use of textbooks. One thing we like to do with textbooks is to ask students to read the text and decide if the content is in the ‘right place’ or whether they would amend the content on the basis of the differing viewpoints that they have considered. The internet has a great range of resources for this. There are some specific resources, such as the Balfour Project, the Israel Forever Foundation or the Quaker ‘Razor Wire and Olive Branches’ pack. There are also several YouTube clips of documentaries as well as the BBC *Our Man from the Middle East*. However, we often like to use the news as a topical lesson starter, such as BBC or DailyMotion clips showing statements by politicians or events in the region.

5. What do you consider to be the greatest challenges and opportunities in teaching this topic?

I think that the challenges are also the opportunities; the very things that require thought to address are the source of the best outcomes. It is not a quick route to results, but an investment in the children that we teach. I think it is about what you want as a teacher. It is not an easy narrative to cover, and creating the investigation requires time. But done well, it is of immense value to the students, the school and the community. One challenge and opportunity is that some students will already have some knowledge of this history, but likely with a strong view of what is right, whereas other students will have little knowledge, even of where the Middle East is. It is great to be able to even this out, helping those with firm views to see another perspective and those with little awareness to have an injection of geographical and linguistic knowledge. Another challenge and opportunity is to help students think in terms of a spectrum of viewpoints, not two simple sides. To give one example – religious conservatism is an important concept to understand for this topic and for life in a modern society, but as students investigate they will see that even within the two prime views, that of the Arab and Israeli camps, there are differing opinions and demands. At the end of the day, it is not like other topics taught in GCSE History – but that is the point.

What is the Parallel Histories Project?

www.parallelhistories.org.uk



Parallel Histories is both an online resource and a classroom methodology. The aim is to support teachers in covering the controversial topic of conflict by telling each historical narrative as two separate, competing stories. The website is an interactive, video-based resource designed to be used by students independently to acquire the necessary knowledge. Each short video has a condensed narrative punctuated by a range of sources; many of the sources have further links to academic articles, meaning that the learning is layered. Included on the website are links to schemes of work, lesson plans, resources and reading lists for students at different levels, with differing pre-existing knowledge and varying length of teaching time.

1. Overview

This is a topic which has obvious relevance to our modern society. There are many examples of problems arising during the collapse of European empires and the emergence of independent nations and also of societies where nationalism, religion, ideology or past experiences have created deep divisions. By studying one such example, students learn to understand that deeply held views influence political decisions and that suggesting simplistic solutions such as agreeing to co-exist is unrealistic. Of course, students do not have to agree with the views they study, but they should understand that they cannot be dismissed and this period study will help them to understand current issues such as the use of terrorism and the link between religion and politics.

The specification starts with the withdrawal of the British from Palestine, the creation of the new state of Israel and the effect of this on Palestinians and the Arab states. The period of 50 years from 1945 to 1995 includes wars and territorial changes between Israel and the Arab states, with a focus on the key role of Egypt; the use of terrorism; diplomatic attempts at a solution; and, in the wider context, the roles of the UN, USA and USSR. By 1995, the situation in the Middle East was radically different and this period study provides the opportunity to create a coherent narrative of the substantial changes.

A narrative framework forms the basis of the division of the specification into three Key topics but students should be aware that there is a narrative which unfolds across these artificial divisions. Consequently, students should be encouraged to see the period study as a whole rather than three separate topics.

1.1 Assessment

Students answer three compulsory questions for the period study.

- Question 1: focuses on consequence.
- Question 2: focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second-order concepts (i.e. causation, consequence, change).
- Question 3: students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to specified situations and unfolding developments (i.e. their consequence and significance).

Detailed information and guidance on assessment can be found in the separate [Getting Started Guide](#).

2. Content guidance

2.1 Summary of content

The birth of the state of Israel, 1945–63

Students should be aware that British rule in Palestine at the end of the Second World War was faced by a range of issues and that conflicting promises had been made to both Arabs and Jews. They should be aware of opposition to British rule in Palestine, for example the Zionist conference policy of active opposition and the campaign of sabotage and terrorism carried out, including the high-profile example of the bombing of the King David Hotel in Jerusalem.

Students should understand the significance of the partition plan of 1947 and its rejection by the Arabs, with violence breaking out as soon as the British withdrew. They should be aware of the key events of the First Arab–Israeli war. In covering the aftermath of the 1948–49 war, students should be aware that the new state of Israel had expanded its borders but tensions remained between Israel and each of its neighbours, and that large numbers of Palestinian Arabs settled in the Gaza Strip and West Bank, hoping to return to their homes at a later date. They should understand that Israel wanted to keep the new boundaries, for example because they offered greater security, and that the Law of Return encouraged Jewish immigrants to settle in these areas, while forbidding Palestinians to do so. The creation of the Israeli Defence Force and the use of conscription, indicating Israel's defensive attitude, should also be covered.

Students should be aware that the issue of Palestinian refugees remained a problem, for example the Arab states felt that since the refugees had been displaced by Israel, they should be rehomed and compensated by Israel also; Israel felt that since some Jews had moved from Arab states into Israel, Arab states should take responsibility for Palestinians.

Students should understand that relations between Israel and individual Arab states varied and that the border with Egypt was particularly sensitive. They should understand that Egypt also resented the control of Britain and France over the Suez Canal. They should be aware of the significance of Israel's attack on Gaza in 1955, for example the humiliation of Egypt, followed by withdrawal of loans for the Aswan Dam. They should study the events of the Suez Crisis and also be aware of its significance, for example that Nasser's prestige rose, leading to the formation of the UAR, and that relations altered between Arab states and the West. Students should be aware too that although Israel seized this opportunity to advance into Gaza and Sinai, it was later forced to withdraw from Gaza and UN forces were stationed in the area.

The escalating conflict, 1964–73

In the second Key topic, students should understand the significance of the Cairo Conference (1964), for example that the Arab states showed an understanding of the importance of working together when they met, and that the Palestinian Liberation Organisation was also given formal status. They should understand that the escalating tension and attacks, exacerbated by the intervention of the USSR, led to the outbreak of war in 1967. They should be aware too that Nasser took aggressive action and also demanded the removal of UN troops, while Israel had the tacit support of the USA.

Students should be aware that in the aftermath of the war Israel had increased the amount of occupied territory and that this became a crucial issue in future peace negotiations. Students should understand that UN intervention failed to produce agreement and the PLO began a campaign of bombing and terrorism against Israeli targets, while the PFLP expanded their campaigns to gain international attention.

Students should be aware of the policies of the Arab states towards Israel, for example their disunity and the economic implications for Egypt of the cost of policing settlements along the Suez Canal and the fact that the canal was blocked to shipping. They should note that there was some change of policy after the death of Nasser in 1970, as Sadat aimed to improve the relationship with the US but also worked more closely with Saudi Arabia and Syria. Students should study the key events of the Yom Kippur War and should be aware that although Israel was militarily victorious, the events significantly boosted Arab morale and Sadat's role as a leader.

Attempts at a solution, 1974–95

In Key topic 3 students should understand the significance of the oil crisis, for example that the use of the oil embargo was a new tactic and prompted greater intervention from the superpowers and the UN. They should understand, too, that Kissinger's use of 'shuttle diplomacy' had a significant success when the Suez Canal was re-opened but that a key role in the move towards peace was played by Sadat and Begin, and their willingness to meet each other. They should be aware that conflict escalated, however, in Lebanon, Gaza and the West Bank, culminating in an Intifada in 1987.

Students should understand that the events of the Gulf War in 1991 and the end of the Cold War influenced changes in the attitude of the US towards the parties in the Middle East. They should understand too that Arafat's role in rejecting terrorism was a significant step forward in the official recognition of the PLO. They should be aware that the Oslo Accords of 1993 and 1995 and the Israel–Jordan Treaty of 1994 did not provide a settlement of the issues at the heart of this conflict but the recognition of the state of Israel and the PLO was a major development within this 50-year period.

Period studies focus on an analytical narrative of events and therefore students should appreciate the chronology of key events, while understanding that some developments overlap several events. For example, the issues of the occupied territories or terrorism were important at several points in the narrative.

Within that analytical narrative, students will need to see that events do not occur in isolation but unfold as a consequence of what has gone before – for example, that the issue of occupied territory was a consequence of Israeli military action.

When discussing the significance of an event, students should be able to explain its impact and the way it changed the situation or attitudes.

Key terms

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with for this option. Students should be familiar with the terminology found in the specification content.

The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

- armistice
- British Mandate
- collective action
- conference
- consolidation
- expulsion
- hijack
- Intifada
- Palestine
- partition
- refugee
- renunciation
- reprisal
- Resolution
- shuttle diplomacy
- terrorism
- United Nations
- Yom Kippur
- Zionist

2. Content guidance

2.2 Content exemplification

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content and other relevant material illustrating aspects of the specification can be used.

Key topic 1: The birth of the state of Israel, 1945–63		Exemplification
1 The British withdrawal and the creation of Israel	<ul style="list-style-type: none">• 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).	<p><i>Although questions will not be set on events before 1945, students should be aware that Palestine was a mandate under British control and that conflicting promises had been made to the Arabs and Jews.</i></p> <ul style="list-style-type: none">• The position in 1945–47, for example the Zionist conference policy of active opposition to British rule and the campaign of sabotage and terrorism, carried out by the Haganah (Jewish defence agency), Irgun and the Stern gang, including the bombing of the King David Hotel, 1946, US support for a Jewish state and criticism of British attempts to restrict Jewish immigration, for example preventing European Jewish refugees on <i>The Exodus</i> from landing.• Significance of the United Nations Special Committee on Palestine recommendation of partition in 1947, for example acceptance by the Jewish Agency but not the Arab Higher Committee, almost immediate outbreak of fighting, entry into Palestine of soldiers from Jordan and Syria, forcible expulsion of Arabs from areas which were to become Israel, massacres such as at Deir Yassin, April 1948.• The 1948–49 war, including, for example, the Egyptian invasion in the south, the battle for Jerusalem, the ceasefire in 1948, Jewish expansion and the final ceasefire, 1949.
2 Aftermath of the 1948–49 war	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• The impact of war, including, for example, the expansion of Israeli territory beyond the UN partition border, the settlement of Palestinian Arab refugees in Gaza or the West Bank; the Law of Return and the influx of Jews into abandoned Palestinian areas while Palestinians were forbidden to return.• The role of Ben-Gurion in the formation of the Israeli Defence Force; the use of conscription.• Israeli-Egyptian relations, including, for example, the armistices agreed with Egypt, Transjordan and Syria and the ongoing problem of refugees and their 'right to return', Egyptian resentment of Israel; clashes between Israel and

2. Content guidance

	<ul style="list-style-type: none"> Israel's relations with Egypt. 	Egypt on the Gaza Strip, the raids into Israel by refugees and reprisal raids by the Israeli Defence Force.
3 Increased tension, 1955–63	<ul style="list-style-type: none"> 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 (1956), including the formation of the UAR in 1958. 	<ul style="list-style-type: none"> The importance of Nasser and Egypt in providing leadership to the Arab world, for example Nasser's willingness to challenge British and French imperial influence as symbolised by the occupation of the Suez Canal Zone, relations with the USA and USSR, the Aswan Dam project and the nationalisation of the Suez Canal. The Israeli attacks on Gaza in 1955 and Nasser's response. The Israeli invasion of Sinai, 1956. Significance for increased tension. The Suez Crisis, including, for example, British and French intervention and withdrawal; Israeli withdrawal from Gaza and the dispatch of UN troops to protect the Egypt/Israel border; the role of Nasser in the crisis and his increased prestige within the Arab world. The formation of the United Arab Republic (UAR) between Egypt and Syria (1958–61).

Key topic 2: The escalating conflict, 1964–73		Exemplification
1 The Six Day War, 1967	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Cairo Conference, 1964, including, for example, Arab declaration of collective military preparations against Israel; the creation of the Palestine Liberation Organisation. Escalating tension, for example guerrilla raids by Fatah and support from Arab states, especially Syria and Jordan; Egyptian-Syrian Pact, 1966. Explosion on Israel-Jordan border and Israeli response against Samu; Israeli-Syrian conflict on 7 April 1967; Israeli attack on Fatah base at Karamah, in Jordan. The actions of the USSR, Nasser and the USA in the period leading to war in 1967, such as the impact of the USSR's reports that Israel was planning an attack on Syria; Nasser's actions and his emphasis on the issue of Palestinian refugees; the influence on Israel of the attitude of the USA. Key events of the Six Day War, for example Israeli air force attacks, advances into the Gaza Strip and Sinai desert, Israeli capture of Jerusalem, control of the West Bank and the Golan Heights.

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<p>2 Aftermath of the 1967 war</p>	<ul style="list-style-type: none"> • UN Resolution 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). 	<ul style="list-style-type: none"> • UN recommendation, 1967, that Israel withdraw from captured territory but that Arab states recognise Israel's right to security; Arab response, for example uncertainty among Arab states as this resolution was accepted by Egypt and Jordan but an Arab conference at Khartoum in 1967 refused to recognise Israel. Continued disputes over Suez Canal, for example Egypt's wish to clear the canal of sunken shipping and Israel's refusal; limited support for Egypt from other Arab states and the drain of this conflict on the economy. • Israel's borders after the war, the political geography, the large numbers of Palestinian Arabs in the Gaza Strip and West Bank, Israel's desire to keep the new boundaries, the view of the Arab states that since the refugees had been displaced by Israel, they should be rehomed and compensated by Israel, and Israel's view that since some Jews had moved from Arab states into Israel, Arab states should take responsibility for Palestinians. • Development in the Palestinian situation, the use and impact of terrorism, for example 1970 hijack of three planes; Israeli reprisals against Jordan, Lebanon and Syria, 1970 PLO expelled from Jordan; the letter bomb campaign of Black September group and attack on Israeli athletes during 1972 Olympics. International attitudes, such as condemnation and greater awareness of Palestinian issues.
<p>3 Israel and Egypt, 1967–73</p>	<ul style="list-style-type: none"> • Egyptian relations with Israel, the USA, the USSR and other Arab states. • Israel's consolidation of control of the occupied territories. • Key events of the Yom Kippur War (1973) and its aftermath. 	<ul style="list-style-type: none"> • Egyptian relations, for example the impact of the death of Nasser and succession of Sadat, 1970; attempts to build a better relationship with the USA; expulsion of Soviet advisers; closer relationship with Syria and the desire to recover Sinai and the Golan Heights. • Israel's military occupation of Gaza, Sinai, West Bank and Golan Heights; the creation of Jewish settlements to consolidate Israeli control. • Key events of the Yom Kippur War, for example Egyptian attack on the Suez Canal and Sinai; Syrian attack on the Golan Heights; Israeli response; the role of the USA and USSR in providing support but also attempting to limit the war; UN intervention. Aftermath, for example the effects of the war on the morale and international standing of Arab states and Israel and on the prestige of Sadat; the oil embargo.

Key topic 3: Attempts at a solution, 1974–95		Exemplification
1 Diplomatic negotiations	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> The importance of oil as an economic 'weapon' and of the requirement for collective action for it to be used effectively; the changed attitude of the USA towards the Arab states; involvement of the USSR. The role of Kissinger, for example in arranging the withdrawal of Israel from the Suez Canal and part of the Golan Heights, and in enabling Egypt to re-open the Suez Canal and rebuild damaged cities. The significance of visits and negotiations, Sadat's announcement that he would visit Israel and the ongoing meetings between Sadat and Begin; the role of US President Carter in maintaining the negotiations and reaching agreement at Camp David in 1978; the terms and significance of the Treaty of Washington, 1979, international approval and Arab hostility.
2 The Palestinian issue	<ul style="list-style-type: none"> 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 First Palestinian Intifada (1987–93). 	<ul style="list-style-type: none"> The significance of UN recognition of Arafat and the PLO and his overture of peace. PLO activities in Lebanon and their significance, for example the increased PLO presence in Lebanon after the expulsion from Jordan and the effects of PLO/Israeli bombs; the 1978 PLO bus bomb near Tel Aviv; Israeli invasion of Lebanon; UN intervention and Israeli withdrawal. Israeli invasion of Lebanon and results, for example 1982 Operation Peace for Galilee, attack on Beirut, US intervention, PLO withdrawal; massacre at the refugee camps, Israeli withdrawal from Beirut, continuing conflict in Lebanon. Tension over the occupied territories and its impact, for example the importance of Gaza and the West Bank for Israeli security, the imposition of military rule and the harsh treatment of resistance and PLO suspects; Palestinian resentment at building in, and the settlement of, the occupied territories; the eruption of riots in Gaza and the West Bank in 1987, large-scale demonstrations, Israeli repression; the importance of media publicity and the changed attitude of the USA towards the PLO.

2. Content guidance

<p>3 Attempts at a solution</p>	<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• Arafat's speech rejecting terrorism and accepting the possibility of a two-state solution; Israeli rejection of negotiation.• Changing superpower policies, US involvement in the Gulf War and Arab criticism of the proposed US and UN action over the Iraq invasion of Kuwait; the impact of the end of the Cold War, for example on US attitudes towards Israel and subsequent pressure on Israel to negotiate, weakened support from the USSR.• Reaching agreements, the Oslo Accords, 1993, and Arafat's rejection of terrorism and the Intifada, and acceptance of the state of Israel together with Rabin's recognition of the PLO as an official body; the terms of the 1993 Accords, the setting up of the Palestinian National Authority as an interim body in 1994, and the terms of the Israel-Jordan peace treaty; the Oslo II Accord, 1995, the areas of agreement and remaining issues of dispute.
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3. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1945	End of the Second World War
1946	King David Hotel bomb
1947	UN Resolution 181
1948	Creation of Israeli Defence Forces
1948–49	Arab-Israeli war
1950	Law of Return passed
1954	Nasser became President of Egypt
1955	Israeli attacks on Gaza
1956	Israeli invasion of Sinai Suez Crisis
1958–61	Formation of United Arab Republic (UAR)
1964	Cairo Conference
1966	Egyptian-Syrian Pact
1967	Israeli raids on Samu Israeli-Syrian conflict Israeli raid on Fatah base in Jordan Six Day War UN Resolution 242 Arab Conference at Khartoum
1970	Plane hijacks PLO expelled from Jordan Death of Nasser; accession of Sadat
1972	Black September attack at Munich Olympics

3. Student timeline

1973	Yom Kippur War
1974	Arafat's speech to the UN
1975	Reopening of Suez Canal
1977	Sadat's visit to Israel Begin's visit to Egypt
1978	Camp David PLO bus bomb near Tel Aviv
1979	Treaty of Washington
1982	Operation Peace for Galilee – Israeli invasion of Lebanon
1987	First Intifada
1988	Arafat's speech at the UN
1991	Gulf War End of Cold War
1993	Oslo Accords
1994	Israel-Jordan Peace Treaty Palestinian National Authority came into effect
1995	Oslo II Accord

4. Resources

There already exists a wide range of published material available to support the teaching and learning of this topic, including textbooks written to support existing and previous GCSE and A level specifications, as well as specialist and general interest publications. The sections below list a range of suitable resources that could be used by students and teachers for this topic. We encourage teachers to use a wide range of resources to support the teaching and learning of any history topic, and no paid-for or endorsed products or services are required to deliver our specification. Teachers are free to use existing published resources as they see fit and should use their professional judgement to determine their suitability and relevance for this topic. In doing so, teachers should be mindful that a wide range of historical narratives and interpretations – often contested or the focus of lively debate – have been published on this topic, and that some resources will over time have been superseded by more recent historical scholarship.

The first section lists information on free support materials available on the Edexcel website. On the [GCSE History \(9–1\) from 2016](#) page:

- select the [Teaching support](#) tab, where resources are separated out by Plan, Teach, and Track and Assess;
- or select the [Course materials](#) tab, and then select the appropriate tab for [Specification and sample assessments](#), [Exam materials](#), or [Teaching and learning materials](#).

The second section lists publishers who have been endorsed for GCSE (9–1) History. Endorsement means that a resource has been through our quality assurance process to confirm that it meets the teaching and learning requirements a specification is aimed at. Endorsement of a resource doesn't mean it's the only suitable material available, or that it is required to achieve the qualification.

The remaining sections list both endorsed resources and those that have not been endorsed. While these resources – and others – may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

Links to third-party websites are controlled by others and are subject to change. There are plenty of useful videos for History students on online sharing platforms, and any links below have been checked, but, due to the nature of this topic in particular, please exercise additional care before sharing these or any other links with students.

4.1 Free support materials

Resource	Details
Specification , sample assessment materials and specimen papers	The starting point for information on content and assessment in GCSE (9–1) History.
Past papers, mark schemes and examiner reports	An Edexcel Online login is required to access files with a silver padlock – check with your exams officer if you can't open them.
Getting Started Guide	An overview of the specification, to help you get to grips with the content and assessment requirements of the specification.

4. Resources

Resource	Details
Paper 2 Guide	Teaching approaches and ideas for the period study and British depth study, with case studies from practising teachers.
Schemes of work	Sample outline schemes of work for each topic in the specification, in editable Word files. A digital interactive scheme of work is also available for both KS3 and GCSE.
Mapping documents	Mapping documents to help support teachers in moving to Edexcel GCSE History.
Exemplar student answers	Exemplar student answers, including from the summer 2018 and summer 2019 series, with examiner commentaries and mark schemes.
Pre-recorded feedback events	Pre-recorded feedback by senior examiners on every option from the summer 2018 and summer 2019 series, including exemplar student answers.
Past training content	Packs from past training events, such as getting ready to teach, mocks marking, and network meetings.
KS3 and KS4 baseline tests	Editable baseline tests to assess students at the start of each key stage and track progress from KS3 to KS4; developed as part of the Pearson Progression Service.

4.2 Resources for students

Resource	Details
Pearson and Parallel Histories in partnership https://www.pearson.com/uk/educators/schools/news/schools-blog/2022/02/Pearson-and-Parallel-Histories-to-partner-to-encourage-more-schools-to-teach-Middle-East-history.html	A package of dynamic digital learning resources for the topic, consisting of primary source materials, videos and digital resources. Resources available from September 2022.
BBC Bitesize www.bbc.co.uk/education/topics/zwjwxnb	A range of short video clips.
Parallel Histories https://www.parallelhistories.org.uk/teachingisraelpalestineconflict	Series of interactive videos covering the history of the Israel-Palestine conflict from the beginning of the conflict to today, told from both Israeli and Palestinian perspectives.
Jewish Virtual Library https://www.jewishvirtuallibrary.org/modern-history-of-israel	A collection of articles covering the history of the Israel-Palestine conflict, told from an Israeli perspective.

'The Price of Oslo', Al Jazeera documentary https://interactive.aljazeera.com/aje/palestineremix/the-price-of-oslo.html#/14	Videos covering the Oslo Accords and the failure of the Peace Process, told from a Palestinian perspective.
https://interactive.aljazeera.com/aje/palestineremix/timeline_main.html	Interactive timeline of Palestinian history.
https://www.myjewishlearning.com/article/modern-israeli-history-a-timeline/	Interactive timeline of Israeli history.
https://www.caabu.org/sites/default/files/resources/History%20of%20Israel%20Palestine.pdf	Article covering the history of conflict in the Middle East and its consequences today, sympathetic to the Palestinians.
https://www.history.org.uk/student/categories/567/module/5646/podcast-series-the-cold-war	Podcast on the Cold War's impact on the Middle East.

4.3 Resources for teachers

Resource	Details
Martin Bunton, <i>The Palestinian-Israeli Conflict: A Very Short Introduction</i> (OUP, 2013)	Oxford University Press, A Very Short Introduction Series Very accessible summary, part of an interesting and well-written series covering a wide variety of topics that serve as an excellent overview.
Michael Scott-Baumann, <i>Access to History: Crisis in the Middle East: Israel and the Arab States 1945–2007</i> (Hodder, 2009)	A level textbook, key points well analysed although thematic chapters not chronological.
Michael Scott-Baumann, <i>Access to History: The Middle East 1908–2011, 2nd edition</i> (Hodder, 2016)	More recent A level textbook, covering a wider period of time.
Michael Scott-Baumann, <i>Israelis and Palestinians in Conflict: A Short History</i> (The History Press, 2021)	New book aimed at the general reader from an experienced author in the field.
Stewart Ross, <i>Understand the Middle East (since 1945)</i> (Teach Yourself, 2010)	Provides useful background.
Kirsten E. Schultze, <i>The Arab-Israeli conflict</i> (Seminar Studies in History Pearson Education, 2008)	Concise overview of the origins of the conflict and covers events up to 2007.
<i>Munich</i> (2005)	Film about Black September and the Munich Olympics. Note that the film is rated 15, as it contains strong violence and language.
https://www.parallelhistories.org.uk/the-israel-palestine-conflict	Series of lesson plans and ideas for teaching the Israel-Palestine conflict.
https://www.parallelhistories.org.uk/history-coursework	Resources for teaching the Israel-Palestine conflict at A Level, with list of further reading about the conflict.

4. Resources

<p>Balfour Project</p> <p>https://balfourproject.org/</p> <p>http://www.balfourproject.org/film-of-britain-in-palestine-1917-1948/</p>	<p>Look under 'Education' dropdown for films, videos, book reviews, articles, historical and current analysis, webinar and conference recordings, and links to other useful third-party resources.</p>
<p>https://schoolshistory.org.uk/topics/world-history/arab-israeli-conflict-middle-east-1956-1979/</p>	<p>Sources for the Arab Israel Conflict 1956–79, focusing on Arab actions.</p>
<p>https://web.nli.org.il/sites/nlis/en/education/pages/results.aspx#query=any,contains,חינוך&query=lsr11,exact,Israel&query=lsr12,exact,History%20of%20Israel&query=lsr13,exact,High%20School</p>	<p>Lesson plans covering the history of Israel.</p>
<p>Council for Arab British Understanding (CAABU)</p> <p>https://caabu.org/what-we-do/education/teaching-resources/lesson-plans/exploring-palestine</p>	<p>Worksheets and lesson plans providing a full range of activities around the main issues of the Israel-Palestine Conflict.</p>
<p>School History Website</p> <p>http://www.schoolhistory.co.uk</p>	<p>A very comprehensive website with resources for teaching history. GCSE resources are arranged by exam board and cover most modules. Some resources are free but to get the full range available there is a subscription payment (currently £72 per year).</p>
<p>https://www.tes.com/teaching-resources/hub/secondary</p>	<p>A comprehensive bank of resources for teachers, some free, some paid-for.</p>