

SECTION 2: TEACHING KOREAN HISTORY IN BRITISH SCHOOLS

2A THE HISTORICAL ASSOCIATION TEACHER FELLOWSHIP PROGRAMME

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For many years, one of the fundamental principles of the Historical Association's work on professional development for history teachers has been the value and importance of up-to-date subject knowledge. This commitment has not always been in the mainstream of professional development provision. However, the importance of subject expertise is being increasingly recognised as a key driver in effective teaching and learning (Coe et al., 2014, Cordingley et al., 2015).

This commitment is increasingly being supported by research into teaching and learning and is central to the new Ofsted Education Inspection Framework (Ofsted, 2019).

This commitment to making up-to-date, cutting-edge scholarship available to teachers can be seen in the structure of the Historical Association's Teacher Fellowship Programme. So far, there have been Fellowships on the later Middle Ages; the Cold War; Britain and Transatlantic Slavery; Conflict, Art and Remembrance; and the Age of Revolutions. Each programme involves a rigorous selection process for practising teachers. They then work with academic experts in the relevant field of historical scholarship and with experienced educators.

The current Fellowship was run in collaboration with the World History Digital Education.

The programme had five stages:

- **Applications** from current teachers and selection.
- **A residential event** held in Athens in August 2019, in which representatives of many of the nations that took part in the Korean War exchanged scholarship and perspectives on the Korean War and its legacy.

- **An intensive online programme** in which teachers engaged with cutting-edge academic scholarship and discussed their learning from this intensive input.
- **The creation of teaching resources** inspired by this scholarly input but mediated into accessible and ready-to-use classroom resources. This book you are reading is the result.
- **A programme of dissemination** starting with the Historical Association Annual Conference in 2020 but also involving many more local networks of teachers.

The impact of this scholarship can be seen in the quality of discussion that was generated week after week among the Teacher Fellows. Here are just a few examples of the insightful comments generated in discussions:

Bruce Cumming's argument, that the Korean War was strongly rooted in localised disagreement, which the USA, with the 'larger quest of hegemony', then exploited, contrasts sharply with the views expressed by some at the residential conference back in August. I agree that revisionism certainly appears to hit a nerve with Stueck, particularly when he addresses the blame for the length of the war (which Revisionists attribute in part to the 'inflexible, intolerant and self-righteous' approach of the UN negotiators).

Week 2 discussion on the origins of the Korean War

Hoare notes the fledgling regime in Beijing was worried about US intentions in East Asia in general and extremely watchful about developments in Korea due to its border with China. However, it is only when the UN forces go beyond the 38th parallel and head towards the Chinese border that the Chinese build up troops on the border and

decide to intervene in the War. Jian's argument seems focused on stating that Chinese involvement in Korea was very much to do with ideology and the need to spread communism in the Cold War world.

Week 4 discussion on China's intervention in the war

Huxford's article makes a compelling case as to why the Korean War is largely forgotten in Britain by arguing that it has not proved serviceable for the purposes of national identity formation/entrenchment. Framings linked to World War II such as the 'underdog' triumphing over 'evil' don't work in relation to a conflict, where Britain was a junior partner and whose aims, methods and outcomes had been at best unclear, at worst criticised.

Week 7 discussion on how far the Korean War was a forgotten conflict

These insights can be seen to have informed the contents of this publication, along with the

scholarly subject updates that grace Section 1 of the publication. We are grateful to Dr Grace Huxford of the University of Bristol and Professor Thomas Hennessey of Canterbury Christ Church University in particular for their support and written contributions. We are also grateful for the support given by other colleagues in the history community, notably Dr Michael Shin of Cambridge University and Dr Deokhyo Choi of the University of Sheffield.

Inspired by the work of these and other academic colleagues, our Fellows have produced a range of classroom resources that we hope are both rigorous and engaging for students. They are arranged in order of the age group at which they are aimed. However, most experienced teachers should have no great difficulty in adapting these resources to their teaching at other levels.

More information about Historical Association Fellowships can be found on the Historical Association website. We urge teachers to consider applying for these tremendous opportunities!

REFERENCES

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2B A BASIC INTRODUCTION TO THE KOREAN WAR (IF YOU NEED IT!)

When the Korean War broke out in 1950, it was something of a shock and a mystery to many – in fact probably most – people in the West. It is quite telling that US and British newspapers and newsreels carried articles and features on where Korea was and why conflict had broken out.

To some extent this lack of awareness persists today, so much so that few Americans are aware

that casualty rates in Korea were higher than in Vietnam. Similarly, the tens of thousands of British Korean War veterans regarded the conflict as a forgotten war (which is explored in several of our resources) and few British people are aware of significant engagements such as the Battle of the Imjin River.

THE ROOTS OF THE KOREAN WAR

To locate the roots of the Korean War, we need to look in several different regions and explore several different contexts.

CONTEXT 1: THE COLD WAR IN EUROPE

From 1941 to 1945, the USA and USSR had been allies in the Second World War against Germany and its allies Italy and Japan. But it was not a natural alliance. The USA (capitalist and democratic) and USSR (communist) had completely different political and economic systems. As the war ended, the contrasts and rivalries emerged.

The first clear signs of the rivalry that was to become known as the Cold War were seen in Europe. Between 1945 and 1948, Europe became a divided continent. In general terms, Western Europe allied with the USA while Eastern Europe became part of what Soviet leader Josef Stalin called the Soviet sphere of influence. Western Cold War propaganda portrayed this as Soviet imperialism in the East while, not surprisingly, Soviet propaganda told a story of the USSR protecting Eastern Europe from American imperialism. The arguments about responsibility for the tensions continue to this day, but the relevance of this to Korea was that a mentality of aggressive suspicion was now the currency of US–Soviet relations. Soviet leader Stalin felt threatened. He wanted to rebuild Eastern Europe as a buffer zone to protect the western border of the USSR. The Americans saw this as expansion of communism, and they determined to stop any further expansion. This policy became known as containment.

CONTEXT 2: COMMUNISM AND CONTAINMENT IN ASIA

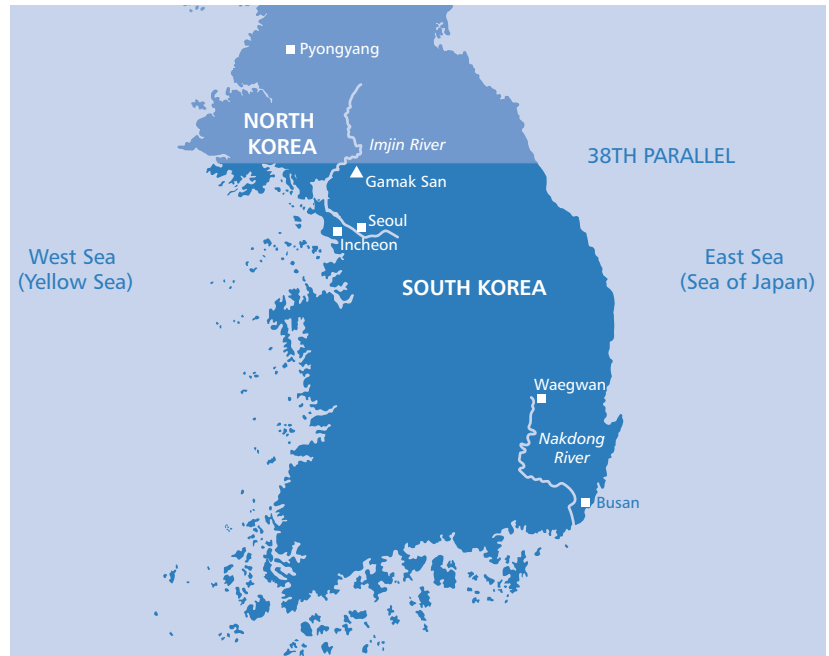
The Americans applied containment in Asia as well as Europe. Soon after the Soviet takeover of Eastern Europe, China became communist in 1949, under Mao Zedong. The Americans had always regarded China as their ally in the Far East. Between 1946 and 1949, they pumped \$2 billion in aid into China, largely to support the nationalists. Now, suddenly, a massive new communist state had appeared on the map. The US was stung by this turn of events. It was one of the factors that precipitated a Red Scare in the USA, in which many innocent people were accused of being communist sympathisers. For example, the East Asia scholar Owen Lattimore was accused and forced to answer questions in Congress. He had been President Truman’s adviser on China, and when China fell to Mao, suspicion fell on Lattimore for somehow helping him. Lattimore was cleared but his story revealed the fear and suspicion in the USA about communism.

Some of this fear was based on evidence, however. American spies reported to President Truman that Stalin was providing support and resources to help communists win power in Malaya, Indonesia, Burma, the Philippines and Korea. Truman and other Americans watched with increasing anxiety. They saw a conspiracy. They thought that communist countries were acting together to spread communism. They had visions of the communists overrunning all of Asia, with country after country being toppled like a row of dominoes.

CONTEXT 3: THE KOREAN PENINSULA

Korea had been ruled by Japan until 1945. At the end of the Second World War, the northern half was liberated by Soviet troops and the southern half by Americans. When the war ended, the North remained communist-controlled, with a communist leader who had been trained in the USSR, and with a Soviet-style one-party system. The South was anti-communist. It was not a well-established Western-style democracy at this point, having recently been liberated from 35 years of Japanese colonial rule. However, the fact that it was anti-communist was enough to win it the support of the USA.

There was bitter hostility between the North's communist leader, Kim Il Sung, and Syngman Rhee, President of South Korea. Kim was eager to strengthen his position. North Korea quickly established strong links with the new communist regime in China. In fact, many North Koreans had fought on the communist side in the war that brought Mao to power. Kim lobbied Mao to support a plan to try to take control of the whole



Korean Peninsula. Kim also lobbied Stalin, Mao and Stalin were eventually persuaded. Mao was keen to assert himself on the world stage. Stalin saw the advantages of getting the USA involved in a war in Asia while it would not involve troops from the USSR.

WAR, INTERVENTION AND STALEMATE

In June 1950, the hostility spilled over into open warfare. North Korean troops overwhelmed the South's forces. By September 1950, all except a small corner of south-east Korea was under communist control.

UNITED NATIONS INTERVENTION

President Truman immediately sent advisers, supplies and warships to the waters around Korea. At the same time, he put enormous pressure on the UN Security Council to condemn the actions of the North Koreans and to call on them to withdraw their troops. In the Cold War atmosphere of 1950, each superpower always denounced and opposed any action by the other. So normally, in a dispute such as this, the Soviet Union would have used its right of veto to block the call for action by the UN. However, the USSR was boycotting the UN at this time. When China became communist in 1949, the USA had blocked its entry to the United Nations, since it regarded the nationalists (Chiang Kai-shek

and his followers) as the rightful government of China. The USSR had walked out of the UN in protest. So when the resolution was passed, the USSR was not even at the meeting to use its veto.

The UN contingent included troops from the USA and Britain, Canada, Australia, the Netherlands, Colombia, Turkey, the Philippines, France and many others. The USA made the largest contribution of troops and equipment, Britain the second. By spring 1951, Britain's contribution to the UN forces was 12,000 strong. In 1950, South Korean forces numbered between 80,000 and 100,000, increasing, according to some estimates, to 240,000 by spring 1951. Facing the UN forces were, at first, 150,000 North Korean troops. They were reinforced in the autumn of 1950 by 200,000 Chinese troops. China's involvement eventually rose to around one million.

The first UN action was to reinforce the remaining South Korean territory around Pusan.

United Nations forces stormed ashore at Inchon in September 1950. At the same time, other UN forces and South Korean troops advanced from Pusan. The North Koreans were driven back beyond their original border (the 38th parallel) within weeks. MacArthur had quickly achieved the original UN objective of removing North Korean troops from South Korea. But the Americans did not stop. Despite warnings from China's leader, Mao Zedong, that pressing on would mean China's joining the war, the UN approved a plan to advance into North Korea. By October, US forces had taken the North Korean capital Pyongyang and reached the Yalu river and the border with China.

CHINESE INTERVENTION

Chinese leader Mao saw this as a threat to his own country, and in November 1950 China officially entered the war. Huge forces launched a devastating counter-attack, driving the UN and South Korean forces back again. As the freezing cold winter weather drew in, the Chinese advance continued and they recaptured South Korea's capital Seoul in January 1951. In the next few months, the UN and South Korea forces were able to regroup. They retook Seoul in March 1951 and established defensive positions to the north of Seoul and in the valley of the Imjin River.

At the same time, Truman and MacArthur had fallen out. MacArthur wanted to escalate the war, attacking China and even using nuclear weapons if necessary. In April, Truman removed MacArthur from his position as commander and brought him back home. He rejected MacArthur's aggressive policy towards communism. Containment was underlined as the American policy. One of the American army leaders, General Omar Bradley, said that MacArthur's approach would have 'involved America in the wrong war, in the wrong place, at the wrong time, and with the wrong enemy'.

Back on the ground, the Chinese and North Koreans launched another offensive in April 1951 along the Imjin River. Ferocious fighting followed, including a famous action by British troops from the Gloucestershire Regiment ('The Glosters'). There were heavy casualties on all sides but the defences held.

STALEMATE

The Battle of Imjin marked the end of the mobile phase of the war. What followed was a stalemate, similar to the trench warfare that had been seen on the Western Front in the First World War. Casualties mounted, from fighting, weather and disease.

Away from the front line, peace talks between North and South Korea began in June 1951. There is much debate about why this stalemate continued until July 1953 when it was achieving so little. Some historians have blamed the American negotiators, who tried to force China and North Korea to accept humiliating terms. Other theories include the view that Stalin actually wanted the war to continue because it tied up American resources. There is some evidence that Mao was keen to continue fighting because he enjoyed the prestige of matching the Americans and also because Korea was an opportunity to give his troops experience.

The fighting continued until July 1953, when an armistice was agreed. By then, the US had a new president, Dwight Eisenhower, who favoured peace. In March 1953, Stalin died and the new Soviet leaders were also inclined towards ending the war. This in turn made the Chinese and North Koreans less confident. An armistice was finally signed in July 1953, but the war never officially ended and North Korea remains divided today, with the border zone between the two Koreas remaining a tense and heavily fortified area.

2C WHY TEACH ABOUT THE KOREAN WAR?

Across the United Kingdom, indeed across the world, history teachers can usually be relied upon to bemoan the fact that they never have enough time to teach all the historical content they would like to. Many highly significant topics are taught only in outline or are not taught at all.

In many countries, and this certainly includes the UK, the Korean War is one such topic. The articles and resources in this publication will inevitably raise concerns for many teachers, who despairingly ask themselves how they might incorporate such topics into an already crowded curriculum.

THE SIGNIFICANCE OF THE KOREAN WAR

Perhaps the most compelling case for giving more teaching time to the Korean War is the sheer significance of the war in terms of global history. As Matray (2002) argues, most scholars accept that the Korean War effectively militarised the Cold War, turning it from a political contest into an outright conventional conflict. They also agree that the Korean War expanded Soviet–US hostility from Europe into Asia. The Cold War is, of course, taught widely but Korea tends to take a backstage role in the majority of teaching programmes here in the UK. The significance of this militarisation should not be underestimated, because it involved the Soviet Union, North and South Korea and, for once and once only, the United Nations Organisation. Margot Tudor’s scholarly update (page 3) and Jacob Keet’s resource (Enquiry 4, page 87) explores this militarisation of the UNO, and in the process the resource gives students an insight into the workings of the UNO itself.

A CONFLICT WITH CONSEQUENCES

Another reason to consider teaching the Korean War is that it had such far-reaching consequences. One key consequence was the way in which the war transformed the communist bloc. It was particularly significant for China. It is easy to forget that the communist regime established in China was only one year old when the Korean War began. The war massively strengthened the prestige of China and its

As the representative body for history teachers in England, the HA is all too aware of this tension. There is no simple answer. However, what we can do is to showcase what has been done in some classrooms and to try to extract the planning and pedagogical, curricular and methodological issues and lessons that have emerged from these examples or that drove them in the first place. We can also highlight the opportunities that arise from engaging with up-to-date scholarship.

leader Mao Zedong, as his forces fought the USA and its allies to a standstill. The war also transformed the armed forces of China. The Red Army emerged from the war with a large force of officers and troops who had combat experience and were well-equipped with up-to-date weapons supplied by the USSR.

It would also be impossible to ignore the fact that the Korean War has had serious long-term geopolitical impacts. The very fact that North Korea and its relationship with the rest of the world is a live issue to this day is due to the Korean War and the inability of all of the parties involved to reach a satisfactory settlement. This issue is explored in great depth and with fascinating source material by Guy Birks in his resource on why the Korean War never really ended (Enquiry 7, page 119).

A CONFLICT WITH IMPACT

In the short term, the war had massive and devastating consequences for Korean civilians and also for the soldiers who fought on all sides. For Britain, the casualties alone would make this the most costly British conflict since the Second World War. British deaths in Korea exceed all of the Falklands, Afghanistan and Iraq wars combined.

Rachel Steels’ resource (Enquiry 2, page 63) explores the experiences of the British veterans during the war and includes a selection of extracts from interviews with Korean War veterans that are both powerful and very moving.

Andrew Wrenn's resource (Enquiry 3, page 72) picks up on the devastating impact of the Korean War on Korean civilians, using testimonies from veterans and also from the Korean War Truth and Reconciliation Commission. Wrenn then investigates how the Korean War has been memorialised and asks students to engage in deep thinking about the very concept of memorial.

A CONFLICT WITH A HISTORIC LEGACY

Another reason to study the Korean War is the way in which South Korea recovered from the devastation of war, a phenomenon that is often referred to as South Korea's 'miracle'. In history, we all too often study wars and their causes and events, but sometimes powerful stories like South Korea's development can be missed. Gregg Brazinsky's article on the legacy of the Korean War (page 13) explores this phenomenon in greater detail, but it is worth considering the facets of South Korea's recovery that underpinned this rise: democratisation and economic development.

The years following the war saw the emergence of a democracy. But it is important to recognise that this democracy had to be built up, sometimes fought for. South Koreans at times took to the streets over threats to democracy, particularly in the 1960s. South Korea today is a well-established democracy, with a strong civic society and political institutions, but this journey is a worthwhile reminder that a functioning democracy has to be built and cannot be imposed.

There was also a massive and concerted effort to take South Korea from a war-torn and poverty-stricken region to become a modern, economically developed powerhouse. Governments, working with big corporations, have transformed South Korea into a modern economy – one of the world's top ten economies, in fact. From a country that received economic aid, South Korea has now become a provider of aid.

HIDDEN HISTORIES

Students like discovering hidden histories – stories that for one reason or another have been either suppressed or simply not aired. The Fellowship programme exposed the Fellows to many aspects of the Korean War that could be considered as hidden histories.

Kristian Shanks' resource (Enquiry 6, page 107) uses original source material to examine a massively controversial issue – whether the US used biological weapons in the Korean War. In doing so, Shanks helps students to develop that important disposition (that is so vital to historians), the ability to interrogate sources and then use these sources as evidence in building an argument. He also shows how source material can be bent and shaped to suit narratives that promote particular agendas.

Although not exactly a hidden history, the Battle of the Imjin River is relatively unknown in the UK. Erica Kingswood's resource (Enquiry 5, page 98) and Henry Palmer's scholarly update (page 34) focus on this crucial battle, understanding its place in the war. Kingswood uses a range of source material to challenge students to write a narrative of the battle and to consider the ways in which it has been remembered or not.

Jennifer McCullough (Enquiry 1, page 52) and John Marrill (Enquiry 8, page 135) also uncover some hidden histories, as their resources look at what the history of British involvement in the Korean War can reveal about Britain as well as the war. McCullough channels the work of Grace Huxford (summarised in scholarly article 1D on page 24) to investigate British protest against the Korean War. Using Mass Observation, press and newsreel sources and pen portraits of protesters, she asks Key Stage 3 students to consider how serious the opposition was.

Marrill considers protest but in a broader context, which is the decision-making processes that shaped British policy decisions on Korea. He then challenges A-level students to delve into the workings of government by using notes and minutes from Cabinet meetings and extracts from the press at the time.

A PROVING GROUND FOR DEVELOPING STUDENTS' UNDERSTANDING OF THE DISCIPLINE OF HISTORY

As this publication shows, studying the Korean War can be a proving ground for the kind of rigorous but accessible activity and study that will build the disciplinary understanding that young people need to become accomplished historians but also good citizens. For example:

- These resources provide engaging but challenging opportunities to **investigate original source material**. McCullough (Enquiry 1) uses sources to help students to understand the motivation of those who protested against the war. Steels (Enquiry 2) uses veteran testimonies to evoke the experiences of veterans during and after the war. Marrill (Enquiry 8) also uses original sources to shine a light into hitherto unexplored areas of the Korean War. In addition to that, he introduces us to the very essence of historiography by looking at how these same sources have been viewed differently by historians of different backgrounds and beliefs.

- In their different ways, Shanks (Enquiry 6), Steels (Enquiry 2) and Wrenn (Enquiry 3) each encourage students to **grapple with historical memory**. Shanks provides the opportunity to study the ways in which accounts of the past have been manipulated. Steels considers how the war affected veterans in the years after the war and how the collection of the memories in oral histories helped to rekindle interest and pride. Wrenn looks at similar issues of historical memory. Young people often find the concept of memory problematic because many of them tend to think in binary modes of true or false or fact/fiction. Wrenn introduces the idea that the same events can legitimately generate differing narratives.
- On the subject of narrative, Kingswood (Enquiry 5) provides a perfect opportunity to challenge students to **create a narrative** of their own. In a similar vein, Keet (Enquiry 4) provides differing narratives for students to compare and contrast.

In the Enquiry outlines in Section 3, each of the authors has carefully explained their curricular rationale – how and why this particular set of lessons can enhance a teaching programme.

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2D FINDING SPACE IN YOUR CURRICULUM FOR TEACHING ABOUT THE KOREAN WAR

Those of us who have participated in this Teacher Fellowship would have no doubt that all students could benefit from studying these fascinating and too-often-ignored topics. The fact remains, however, that you probably have limited time and a lot to achieve, so you need to assure yourself

and your students (if not prove to a deputy head in charge of curriculum!) that these materials are worth the time and energy that they require, and that they will complement your existing schemes of work at Key Stage 3, GCSE or A-level and enhance, extend or deepen them in relevant ways.

KEY STAGE 3

As we go to print with this publication, schools in England are reconfiguring their history programmes in the context of a new Education Inspection Framework from the education inspectorate Ofsted. This new framework puts a much greater emphasis on the quality of the curriculum. In short, they want the history that students tackle to be authentic and meaningful and not driven by the needs of examinations. One of the aims of this publication is to provide opportunities for this kind of authentic history.

Most Year 9 courses cover the twentieth century – and many focus on the theme of conflict, majoring on the two World Wars and the Cold War. Studying Korea in greater depth could freshen up such schemes of work:

- The Korean War contrasts relevantly with the Second World War.
- It focuses on an ignored Cold War flash point – indeed, the closest the superpowers ever came to nuclear war.
- It is arguably more relevant to British history than the Vietnam War.
- It gives helpful insight into how Britain saw itself at home and abroad in the 1950s.

Equally importantly, Key Stage 3 courses are building disciplinary understanding – by using original documents engaging with a range of historical interpretations, grappling with issues such as memorialisation and writing historical narratives.

Three of our enquiries are designed with this Key Stage 3 context in mind.

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| <p>Enquiry 1:</p> <p>An unpopular war?</p> <p>How significant was opposition to the Korean War in Britain?</p> | <ul style="list-style-type: none"> • The first lesson introduces students to the nature and causes of the war. It touches on the historical debate surrounding the war's origins. • The second lesson draws on the work of Dr Grace Huxford and investigates reaction to the war back in Britain, including how we might measure the 'significance' of opposition to the war. • Opposition to the Korean War saw the beginning of the anti-nuclear protest movement, which makes this a good bridge into studying the Cold War and nuclear tension. |
| <p>Enquiry 2:</p> <p>A forgotten war?</p> <p>Unearthing the voices of British veterans of the Korean War</p> | <ul style="list-style-type: none"> • These lessons introduce students to veteran testimony and how and why certain events and people's experiences are remembered in society. • This could be a moving contrast with any study of the First and Second World War, where veterans' stories have been so highly prized and much studied. The contrast with the way in which the Korean veteran experiences have been all but ignored will probably anger your students (in a worthwhile and creative way!) and they should enjoy the experience of trying to correct the historical record and give these veterans their due attention. • They will also see how oral histories change. |

Enquiry 3:**Impact and memory.**

How should the Korean War be remembered?

- This goes deeper still into those themes and concepts, building deeper understanding of specific terms such as memorial and memorialisation, and developing students' ability to handle evidence, describe change and continuity, evaluate historical interpretations and identify similarity and difference (diversity).
- By approaching the war through individual stories and through memorialisation, it also gives you the opportunity for some local history, some online research and some creative work.

KEY STAGE 4

The Korean War features strongly in AQA GCSE history. It also features in the two international GCSEs from Cambridge and from Pearson Edexcel (see Table 1).

Table 1: The Korean War in the GCSE history specifications

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| AQA GCSE history | <p>BC Conflict and tension between East and West, 1945–1972</p> <p>Part 2: The development of the Cold War</p> <ul style="list-style-type: none"> • The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN. | <p>BD Conflict and tension in Asia, 1950–1975</p> <p>Part 1: Conflict in Korea</p> <ul style="list-style-type: none"> • The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN. • The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur. • The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations. |
| Edexcel International GCSE | <p>B5 The changing role of international organisations: the league and the UN, 1919–c2011</p> <p>Setting up the United Nations Organisation and its work to 1964</p> <ul style="list-style-type: none"> • The UN role in the Korean War (1950–53) | <p>Depth study 6 A world divided: Superpower relations, 1943–72</p> <p>The Cold War in the 1950s</p> <ul style="list-style-type: none"> • The impact of the Korean War |
| Cambridge IGCSE | <p>Core Content: Option B The twentieth century: international relations since 1919</p> <p>5 How effectively did the United States contain the spread of Communism?</p> <ul style="list-style-type: none"> • The United States and events in Korea, 1950–53 <p>(Specified content: American reactions to North Korea's invasion of South Korea, involvement of the UN, course of the war to 1953)</p> | |

Many students will be studying the war in those contexts. However, it is notable by its absence from the other specifications. However, if Korea is in your GCSE history course, these resources will help you to add depth and texture.

GCSE courses tend to become utilitarian – the exam grade outcome is what leads and everything else falls into place behind it. Whether that is a trend you have reluctantly learned to live with or one you fight every inch of the way, then we believe that these resources can help you in delivering your Key Stage 4 course in three main ways.

MOTIVATION

Students are more motivated by what they study in depth. If the Korean War is reduced to just a few bullet points without real understanding or context it could be very boring. If it is approached as an unfolding story with complex underlying issues, they will be intrigued and motivated to understand the detail. For example, if you use Lesson 4.2 (How significant a role did the members of the UN play in the Korean War?), the UN force will no longer be an amorphous blob but a varied and textured organism – worth getting your head around. Complexity enriches. Simplification dilutes.

MEMORY

We all know that GCSE students most worry about remembering stuff for their exam. You probably spend a good deal of your time each year boiling

down the content into manageable and organised boxes. And yet one of the surest ways to strengthen memory is emotional engagement and particularly engagement with real people with real stories that illuminate the whole. For example, students will remember more about the events of the Korean War when it is hung on Tommy Clough's testimony of what happened at the Battle of the Imjin River (which features in Enquiry 5: What happened at the Battle of the Imjin River, April 1951?) than from a depersonalised narrative.

MEANING

In our twentieth-century-focused GCSE studies, we investigate big events with strong moral implications. The Korean War is one such event. It was a brutal war that brought massive suffering for civilians. Chemical weapons such as napalm were used; there was blanket bombing of civilians; there were atrocities on both sides; and the use of battlefield nuclear weapons was seriously considered by General MacArthur. These are big issues. The Americans were also accused wrongly of using germ warfare. Enquiry 6 investigates these accusations, the reasons for them and the controversy still surrounding them, thus foregrounding the moral dimension of twentieth-century warfare.

Three of our enquiries are pitched at Key Stage 4 level with GCSE in mind.

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| <p>Enquiry 4: The UNO intervention. Why did the UNO join the USA in the Korean War?</p> | <ul style="list-style-type: none"> • This enquiry begins with an assessment of the UNO's role in the Korean War and the processes and events that led it to intervene in the conflict. • It then continues with four source-based case studies on the role that Turkey, the Netherlands, Canada and Denmark played in the Korean War. • Its aim is to enable students to contextualise and enrich their understanding of the UNO's involvement in the Korean War. |
| <p>Enquiry 5: The Glorious Glosters. What happened at the Battle of the Imjin River, April 1951?</p> | <ul style="list-style-type: none"> • We all know the challenge of how to meaningfully engage students with historical evidence. This challenge is particularly evident when looking at GCSE exam questions. How can they evaluate the utility of a source without first using that source as evidence for a specific enquiry? • This resource attempts to address the issue by providing source investigation that is interesting, motivating, engaging, challenging and proper history. Students work as historians to build a narrative of the Battle of Imjin by using source material from the time. |

Enquiry 6:**Contested evidence.**

Why is the use of biological weapons in the Korean War a controversial subject?

- One of the most challenging aspects of the Korean War for students relates to the long stalemate between 1951 and 1953. The allegations of biological warfare come within this part of the topic and could be used by teachers to develop knowledge of this phase of the war.
- In particular, it would provide useful context for those delivering the AQA GCSE unit on Conflict and Tension in Asia 1950–1973, especially the bullet point covering the Development of the Korean War. This paper has a source-based component, and work done through the tasks should enable students to develop their skills in this aspect of historical thinking.

KEY STAGE 5

The Korean War also features in most A-level history specifications (See Table 2).

The two Key Stage 5 resources we have provided can be used to enrich many of these A-level programmes:

- Enquiry 7, with its causation focus
- Enquiry 8, with its evidential and historiographical focus

Enquiry 7:**An unfinished war.**

Why was there no peace in Korea?

- The scheme of work aims to develop students' ability to evaluate primary sources and historical interpretations. Across the four lessons they use these sources to build a fuller understanding of why the Korean conflict has proven so intractable.
- The developed analysis will help students to construct their own interpretations and judgements.
- It will enhance students' skills in identifying and elaborating on the tone, utility and overall value of sources: core competencies at GCSE and A-level.

Enquiry 8:**How did Britain respond to the Korean War?**

An evidential and historiographical approach

- This enquiry develops students' understanding of governance and power in Britain. In the process, students engage with original source material and consider what historians see as the purpose of their discipline and what influences their approach.
- The resource is relevant to many options within A-level history courses that focus on British government and foreign policy. Moreover, some A-level modules have historical-interpretations focused-bullet points, to which this enquiry readily applies.
- This resource aims to access the radical questioning approaches of leftist historians such as Curtis, Herman/Chomsky and Gramsci to enable learners to ask penetrating questions about elite power in Britain during the early years of the Cold War, and so to advance their historical understanding. By bringing such scholarship into the history classroom, the resource aims to foster deeper analysis of what lies behind the construction of historical works, how the types of sources used affect the decisions that historians make, and how historians differ regarding what they see as the purpose of their scholarship. Such interrogation of source context and the historian's methodology is something that examiners expect learners to engage with (Edexcel A-level coursework module being one example).

Table 2: The Korean War in the A-level history specifications Blue = General focus Red = British

| AQA | 1K The making of a Superpower: USA, 1865–1975 The Superpower, 1945–1975 (A-level only) • The USA and international relations: the Cold War and relations with the USSR and China; the Vietnam War. | 2N Revolution and dictatorship: Russia, 1917–1953 The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad. | 2P The Transformation of China, 1936–1997 PRC's international position and dealings with neighbours: Korea, Tibet, Taiwan and the USSR. | 2Q The American Dream: reality and illusion, 1945–1980 The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia. | 2R The Cold War, c1945–1991 The Widening of the Cold War, 1949–1955 • The defensive perimeter strategy; support for South Korea; NSC-68 • The Korean War: causes, position and aims of Kim Il Sung and Syngman Rhee; attitudes and actions of the UN, USA, USSR and China; military involvement and settlement • Increasing Cold War tensions. | 2S The Making of Modern Britain, 1951–2007 Debates over the nuclear deterrent; Korean War; Suez; the 'Winds of Change' and decolonisation. |
|---------|--|--|--|---|---|---|
| Edexcel | Paper 1, Option 1F In search of the American Dream: the USA, c1917–96 1 The changing political environment, 1917–80 1941; the impact of involvement in Korea and Vietnam. | | Paper 2, Option 2E.1 Mao's China, 1949–76 1 Establishing communist rule, 1949–57 China and the Korean War: its role in enhancing CCP control, suppressing opposition, and promoting national unity; the human and financial costs of intervention in Korea; China's enhanced international prestige. | | | |
| OCR | Unit Y113 Britain 1930–1997 Britain's position in the world 1951–1997 - Relations with and policies towards the USA and the USSR; Britain's influence at the UN; role in Europe; nuclear policy; response to crises: Korean War. | Unit Y222 The Cold War in Asia 1945–1993 The Korean War 1950–1953 and its impact to 1977 - Causes and outbreak of the Korean War, the aims of Kim Il Sung and Syngman Rhee; US and UN involvement in the war: Russian support for Kim, the Inchon landing, the UN crossing of the 38th parallel and advance to the Yalu river, Chinese intervention in Korea and its impact; reasons for Truman's dismissal of MacArthur; causes of stalemate 1951–1953; US public opinion; the changing nature of the war; difficulties in reaching a settlement; the outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment: the Bandung Conference 1955 and its development from 1961. | | Unit Y317 China and its Rulers 1839–1989 China and the wider world – Relations with the USSR and the USA; the Korean War. | Unit Y318 Russia and its Rulers 1855–1964 Impact of war and revolution on the development of the Russian Empire and the USSR - the Cold War. | |
| WJEC | A2 Unit 3 - Option 8 THE AMERICAN CENTURY c.1890–1990 The impact of US involvement in the Second World War and the Cold War 1941–75 - the Cold War and relations with the USSR and China 1945–1972. | | | | | |

FLEXIBILITY AND ADAPTATION

So there are ample hooks on which to hang these enquiries. However, we think the challenge is not to identify where the Korean War figures as things stand, but to imagine how the Korean War might, profitably, be added to your schemes of work in the future. So, we urge you to consider not 'do I study it now?' but 'how might it improve my courses if I did?' This may not be immediately obvious. If it was, you would probably already have been teaching Korea for years!

So, our aim in these resources has been to provide rigorous resources that arouse your curiosity to try something new and see how it goes. We don't expect many people to use these resources as they stand (however hard we have tried to make them pedagogically watertight). It is much more likely that, and we will be much more excited if, you pick and mix and build your own lessons, and use the stimulus of this project to find your own meaning and excitement in the events of the Korean War.

With this in mind:

- **We have made all lessons relatively self-standing.** You don't have to do a two- or four-lesson enquiry if all the time you have available is a spare slot on the eve of half-term.
- **We have included masses of source material,** including abundant video material, that looks at the war from many angles.
- **We have built in optionality.** The tasks within an enquiry build on each other, but if you miss one out, the whole edifice will not usually fall down! Likewise, some enquiries (such as Enquiry 4) break into parallel case studies and you decide whether to tackle two, three or four of the case studies.
- **We have revisited content and themes at different levels.** For example, opposition to the Korean War in Britain is tackled in both Enquiries 1 and 8. Memorialisation occurs regularly but is a key aspect of Enquiries 2, 3, 5 and 7.

HOW TO USE THE SCHEMES OF WORK

The rest of this book is given to the eight enquiries. Each enquiry is presented in the same pattern.

Enquiry outline

Summary
Key areas of focus
Target age range
Scholarly rationale
Curricular rationale
References to academic works

Scheme of work

Overview
Lesson breakdown
Starter
Activities
Plenary
Selected lesson PowerPoints

These resources are also available in editable form in Word on the HA website at www.history.org.uk/go/KoreanWar. They are free to all signed-up HA members.

The online resources also include complete PowerPoint presentations plus **lesson resource sheets** that are not included in this print publication.