

## History iGCSE Curriculum Overview - Year 10

		Autumn 1 The First WW	Autumn 2 The Treaty of Versaille	Spring 1 The League of Nations	Spring 2 Hitler and WW2	Summer 1 Depth Study	Summer 2 Coursework Module
Learning outcomes/ composite knowledge		To understand the events leading up to how The First World War began.	To understand what Treaty was, the role it played and how it impacted on WW1	To know about the league of nations and whether it was a success	To know about the role Hitler played in WW2 and the role he played in the outbreak of WW2	To know how to prepare and complete a depth study	To know how to complete the coursework module, what is required and how to achieve high marks
Knowledge Components	Substantive (Topic Knowledge)	<p>To know:</p> <p>The Empire</p> <p>Who was Kaiser Wilhelm</p> <p>Who main players were</p> <p>Short and long term causes of the war</p> <p>Imperialism</p> <p>Alliances</p> <p>Nationalism</p> <p>Militarism</p> <p>Cartoons and propaganda</p> <p>The events around the Assassination on Duke Ferdinand</p>	<p>To know:</p> <p>The motives and aims of the Big Three at Versailles</p> <p>Why the victors didn't get everything they wanted.</p> <p>The impact of the Treaty on Germany up to the end of 1923</p> <p>Whether the treaty could be justified at the time.</p>	<p>To know:</p> <p>How far the weaknesses in the League's organisation and membership make failure inevitable</p> <p>How successful the League's attempts at peacekeeping were in the 1920's</p> <p>How important the League's humanitarian work was</p> <p>The effect of the Depression on the work of the League in the 1930's</p>	<p>To know:</p> <p>The long term consequences of the Treaty of Versailles</p> <p>The consequences of the failures in the 1930's</p> <p>Whether the policy of appeasement was justified</p> <p>About the Nazi-Soviet pact and the importance at the time</p> <p>Why war was declared September 1939</p>	<p>To know:</p> <p>Why the Weimar republic had problems and difficulties</p> <p>Why Hitler was able to dominate Germany by 1934</p> <p>How effectively did the Nazi's control Germany 1933 -45</p> <p>What it was like to live in Nazi Germany</p>	<p>To know:</p> <p>How develop/answer a good question</p> <p>Key knowledge from depth study</p> <p>How to research further</p> <p>Plan an essay</p> <p>How to ask relevant questions</p> <p>Make appropriate observations</p>
	Disciplinary knowledge (how)	<p>I can:</p> <p>recall, select, organise and deploy knowledge of the syllabus content.</p> <p>construct historical explanations using an understanding of: •cause and consequence,</p>	<p>I can:</p> <p>recall, select, organise and deploy knowledge of the syllabus content.</p> <p>construct historical explanations using an understanding of: •cause and</p>	<p>I can:</p> <p>recall, select, organise and deploy knowledge of the syllabus content.</p> <p>construct historical explanations using an understanding of: •cause and</p>	<p>I can:</p> <p>recall, select, organise and deploy knowledge of the syllabus content.</p> <p>construct historical explanations using an understanding of: •cause and consequence, change and</p>	<p>I can:</p> <p>recall, select, organise and deploy knowledge of the syllabus content.</p> <p>construct historical explanations using an understanding of: •cause and consequence, change and</p>	<p>I can:</p> <p>recall, select, organise and deploy knowledge of the syllabus content.</p> <p>construct historical explanations using an understanding of: •cause and consequence, change and</p>

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	<p>change and continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>consequence, change and continuity, similarity and difference</p> <p>the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>consequence, change and continuity, similarity and difference</p> <p>the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>continuity, similarity and difference</p> <p>the motives, emotions, intentions and beliefs of people in the past.</p>
Substantive Concepts	Conflict Consequence	Conflict Consequence	Conflict Consequence	Conflict Consequence	Conflict Consequence	Conflict Consequence
National Curriculum reference	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day	Challenges for Britain, Europe and the Wider world 1901 to the present day
Common misconceptions	<p>Gaps in knowledge,</p> <p>The british were naively enthusiastic for war</p>	<p>Gaps in knowledge,</p> <p>The terms of the Treaty were too lenient</p>	<p>Gaps in knowledge,</p> <p>There was an easier peace option at the time</p>	<p>Gaps in knowledge,</p> <p>Hitler's heritage</p> <p>That he was an elected leader</p> <p>That he survived the war</p>	<p>How to conduct a depth study</p> <p>Trusting the wrong sources</p>	<p>Gaps in knowledge,</p> <p>how to reference source materials</p>
Exemplar composite Task(s)	<p>Timeline of modern warfare</p> <p>Source analysis</p> <p>Class debate</p>	<p>Aims of the Big three</p> <p>Class discussions</p>	Day in the life	<p>Video analysis and debate</p> <p>Appeasement analogy</p>	<p>Speech</p> <p>Diary entry</p>	<p>Model questions and answers</p> <p>Mark sheet analysis</p>