

## History iGCSE Curriculum Overview - Year 11

	Autumn 1 Coursework Module	Autumn 2 The Cold War	Spring 1 Communism & The USA	Spring 2 USSR 1948-1989	Summer 1 Exam Preparation
Learning outcomes/ composite knowledge	To know how to complete the coursework module	To understand what the Cold War was and why it started	To understand what communism is and how the USA contained the spread of it	To know about the USSR during this time period and how much control they had over Eastern Europe	To know how to prepare and revise for the GCSE examination
Substantive (Topic Knowledge)	<p>To know:</p> <p>How develop/answer a good question</p> <p>Key knowledge from depth study</p> <p>How to research</p> <p>Plan an essay</p> <p>Ask relevant questions</p> <p>Make appropriate observations</p> <p>Use source material correctly</p>	<p>To know:</p> <p>Why the US-Soviet alliance began to break down in 1945</p> <p>How the USSR gained control of eastern Europe by 1948</p> <p>How the US reacted to the expansion</p> <p>The consequences of the Berlin Blockade</p> <p>Who was more to blame for starting the cold war</p>	<p>To know:</p> <p>How to explore key events and case studies of 1950-53 involving the US and Korea</p> <p>How to explore key events and case studies of 1959-62 involving the US and Cuba</p> <p>How Americans were involved in Vietnam, 1955-75</p>	<p>To know:</p> <p>Why there was opposition to Soviet control in Hungary in 1956, Czechoslovakia in 1968</p> <p>How the Ussr reacted to this opposition</p> <p>The similarities in the events involving Hungary and Czechoslovakia</p> <p>Why the Berlin wall was built in 1961</p> <p>about the significance of solidarity in Poland and the decline of Soviet influence</p> <p>whether Gorbachev was personally responsible for the collapse of Soviet</p>	<p>To know:</p> <p>Whether the Treaty of Versailles fair?</p> <p>To what extent was the league of nations a success?</p> <p>How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?</p> <p>Who was to blame for the Cold War</p> <p>How effectively did USA contain the spread of communism</p> <p>How secure was the USSR's control over eastern Europe, 1948-1989</p> <p>Revision strategies</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, change and continuity, similarity and difference the motives, emotions,</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 continuity, similarity and difference</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 continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past.</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 continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate 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 continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past.</p> <p>understand, interpret, evaluate and</p>

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	<p>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>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>understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>use a range of sources as evidence, in their historical context.</p>	<p>use a range of sources as evidence, in their historical context.</p>
Substantive Concepts	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
Common misconceptions	<p>Gaps in knowledge,</p> <p>The british were naively enthusiastic for war</p>	<p>The Cuban missile crisis was the only time the world was close to nuclear war.</p> <p>Use of Spies</p>	<p>Gaps in knowledge</p> <p>That the infiltration of the idea represents the greatest threat to the US</p>	<p>Gaps in knowledge</p> <p>The Berlin Wall</p> <p>Gorbachev's control</p>	<p>Misunderstood concepts</p> <p>How to revise</p>
Exemplar composite Task(s)	Evaluate, review and improve	Design a game as a class	<p>Communism analogy</p> <p>How would it affect us</p>	Day in the life-when the wall was built	<p>Revision strategies exercise</p> <p>Mindmapping</p>