



Course Outline

History Year 10

Inspiring excellence, empowering global minds

Overview

The Humanities Department Syllabi at GEMS Wesgreen International Secondary School strive to enable students to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental, historical and political issues so as to reinforce and stimulate curiosity and imagination about local and wider environments. The Curriculum provides a strong foundation to enable students to foster an understanding of, and concern for, the interdependence of all humans, all living things and the earth on which they live. To foster in students a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the earth's resources through his/her personal lifestyle and participation in collective environmental decision-making.

Learning Outcomes

History aims to offer a balanced program which will help to develop thorough knowledge, understanding and the requisite skills of the subject learners need for their next steps in education or employment. The aims of the History Syllabus are to:

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit Overview

Term 1

Unit 1 -The establishment of the Weimar Republic and its early problems **Approximate length: 4 weeks**

In this unit, students will explore that the widespread unrest of 1918 led to Imperial Germany ruled by the Kaiser being replaced by a new German state. An assessment of the various challenges for the Weimar Republic in its early years. Reach a judgement on the Treaty of Versailles being the cause of all Germany's problems in the years 1919-23. Understanding the causes of the hyperinflation crisis and its various effects on different groups in society.

Specific National Curriculum Objectives Covered:

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Unit 2 - The rise of Hitler and the Nazis to January 1933

Approximate length: 6 weeks

In this unit students will examine Hitler and the German Workers' Party. Changes to the Party (1920-22). Causes, events and results of Munich Putsch (1923). Reorganization of the Party (1924-28). Impact of the Great Depression. Nazi methods to win support. The role of the SA. Events of 1932 to January 1933, including the role of Von Papen, Von Schleicher and Hindenburg. Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives and Hitler as Fuhrer's methods of Nazi control and the extent to which they were successful, including the police state, Nazi policies towards education, women, the young, the Churches and their impact.

Specific National Curriculum Objectives Covered:

- Know and understand significant aspects of the history of the wider world.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Term 2 & 3

Unit 3 - Cold War

Approximate length: 15 weeks

In this unit students will examine both long-term ideological differences as well as disagreements between the Superpowers powers from Yalta. To assess the extent of responsibility of the USA or the USSR for the start of Germany how the nature of the Cold War changed in the 1950s to include Asia, the USSR directly intervening in the Eastern Bloc and a nuclear arms race between the Superpowers. Three crises: Berlin, Cuba and Czechoslovakia. The Thaw and moves towards Détente,1963-72

Specific National Curriculum Objectives Covered:

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Assessment

Formative: Throughout the units, the students will complete graded work, Past Paper questions, quizzes and investigation activities which allows the teacher to assess the students' attainment and inform their planning

Summative: Throughout the school year, students will complete exam papers which allow the teacher to assess and evaluate their learning.

Paper 1- Written examination: 1 hour 30 minutes (60 marks)

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2023/specification-and-sample-assessments/international-gcse-in-history-modular-specification.pdf>