



*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 to develop an informed and critical understanding of social, environmental, historical and political issues 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:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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.
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## Unit Overviews

### Term 1

#### Unit 7 - The Nazi regime

**(a) How effectively did the Nazis control Germany, 1933-45?**

**Approximate length: 2 weeks.**

In this unit, students will - examine: How much opposition was there to the Nazi regime? How effectively did the Nazis deal with their political opponents? How did the Nazis use culture and mass media to control the people? Why did the Nazis persecute many groups in German society? Was Nazi Germany a totalitarian state?

#### 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, analyze 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 8 - The Nazi regime

**(b) What was it like to live in Nazi Germany?**

**Approximate length: 2 weeks.**

In this unit, students will - examine: How did young people react to the Nazi regime? How successful were Nazi policies towards women and the family? Did most people in Germany benefit from Nazi rule? How did the coming of war change life in Nazi Germany?

#### 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.

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## Unit 9 - Who was to blame for the Cold War?

Approximate length: 3 weeks.

In this unit, students will - examine: Why did the USA- USSR alliance begin to break down in 1945? How had the USSR gained control of Eastern Europe by 1948? How did the USA react to Soviet expansionism? What were the consequences of the Berlin Blockade? Who was the most to blame for starting the Cold War: the USA or the USSR?

### 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

## Unit 10 - How effectively did the USA contain the spread of Communism? Approximate length: 6 Weeks

In this unit, students will examine: America and events in Korea, 1950-53. America and events in Cuba, 1959-62. American involvement in Vietnam.

### 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 11 - How secure was the USSR's control over Eastern Europe, 1948 - c.1989? Approximate length: 4 weeks

In this unit, students will examine: Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition? How similar were events in Hungary in

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1956 and in Czechoslovakia in 1968? Why was the Berlin Wall built in 1961? What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe? How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?

## 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.

## Term 3

**Unit 13 - Revision, Exam Paper preparation & focus on Paper 2 (Historical Analytical and Source paper skills)**  
**Approximate length: 4- 6 Weeks**

In this unit, students will have time to - Revise over course content covered to date - Practice Paper 2 testing ability to interpret, analyze and evaluate historical sources.

## 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

## Assessment

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**Formative:** Throughout the units, the students will complete graded work, quizzes/tests 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.

Students take three examinations at the end of the course:

- Paper 1 (Written paper) 60 marks
- Paper 2 (Written paper) 50 marks
- Paper 4 (Alternative to Coursework) 40 marks

<https://www.cambridgeinternational.org/Images/649636-2024-2026-syllabus.pdf>