



	Theme	Overview of key learning to take place	How learning will be assessed
Term 1	Unit 1:  What caused the First World War?	<p><b>Key Topic 1: Did the Alliance System make war more likely or less likely?</b>            a) I can assess the roles of the Alliance System in the origins of the First World War.</p> <p><b>Key Topic 2: How far did colonial problems create tensions between the Great Powers?</b>            a) I can assess the role the arms race played in the origins of the First World War.</p> <p><b>Key Topic 3: Why were problems in the Balkans so difficult for the Great Powers to solve?</b>            a) I can argue how significant the developments in the Balkans were in causing the First World War.</p> <p><b>Key Topic 4: How did the assassination of Franz Ferdinand lead to war?</b>            a) I can argue how important the crisis of June–July 1914 and the outbreak of war</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b>            MS Forms short type questions Quiz            Presentation            Produce a video            Multiple choice activity (which requires challenge, not obvious answers)            Matching exercise            Reflection on Learning            WWW/EBI            Mind maps            Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p>

Term 1	<p>Unit 2:</p> <p>Were the peace treaties of 1919–23 fair?</p>	<p><b>Key Topic 1: What were the motives and aims of the Big Three at Versailles?</b></p> <p>a) I can discuss the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peace-making process.</p> <p><b>Key Topic 2: Why did all the victors not get everything they wanted?</b></p> <p>a) I can describe the reasons why the key figures did not get everything they wanted.</p> <p><b>Key Topic 3: What was the impact of the peace treaty on Germany up to 1923?</b></p> <p>a) I can assess the impact of the treaties on the defeated countries.</p> <p><b>Key Topic 4: Could the treaties be justified at the time?</b></p> <p>a) I can argue contemporary opinions about the treaties and can analyse how fair the treaties were.</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <p>MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p>
Term 1	<p>Unit 3:</p> <p>To what extent was the League of Nations a success?</p>	<p><b>Key Topic 1: How successful was the League in the 1920s?</b></p> <p>a) I can analyse the strengths and weaknesses in its structure and organisation: work of the League’s agencies/humanitarian work.</p> <p><b>Key Topic 2: How far did weaknesses in the League’s organisation make failure inevitable?</b></p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <p>MS Forms short type questions Quiz</p>

		<p>a) I can assess the successes and failures in peacekeeping during the 1920s.</p> <p><b>Key Topic 3: How far did the Depression make the work of the League more difficult?</b></p> <p>a) I can argue how much of an impact of the World Depression on the work of the League after 1929.</p> <p><b>Key Topic 4: How successful was the League in the 1930s?</b></p> <p>a) I can assess the failures of the League in the 1930s, including Manchuria and Abyssinia</p>	<p>Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p>
Term 2	<p>Unit 4: Why had international peace collapsed by 1939?</p>	<p><b>Key Topic 1: What were the long-term consequences of the peace treaties of 1919–23?</b></p> <p>a) I can provide reasons for the collapse of international order in the 1930s.</p> <p><b>Key Topic 2: What were the consequences of the failures of the League in the 1930s?</b></p> <p>a) I can assess the successes and failures in peacekeeping during the 1920s.</p> <p><b>Key Topic 3: How far was Hitler’s foreign policy to blame for the outbreak of war in 1939?</b></p> <p>a) I can argue how impactful Hitler’s foreign policy was in causing WW2.</p> <p><b>Key Topic 4: Was the policy of appeasement justified?</b></p> <p>a) I can argue that the policy of appeasement was justified and also not justified at the time.</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <p>MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p>

		<p><b>Key Topic 5: How important was the Nazi–Soviet Pact?</b></p> <p>a) I can analyse the significance of the Nazi-Soviet Pact and how it contributed to the collapse of international order in the 1930s.</p> <p><b>Key Topic 6: Why did Britain and France declare war on Germany in September 1939?</b></p> <p>a) I can provide detailed reasons why the key political figures in Britain and France declared war on Germany in 1939.</p>	<p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p>	<p>Unit 5:</p> <p><b>German Depth Study, 1918-45.</b></p> <p>Was the Weimar Republic doomed from the start?</p>	<p><b>Key Topic 1: How did Germany emerge from defeat at the end of the First World War?</b></p> <p>a) I can analyse provide details of the social, economic and political state of Germany post WW1.</p> <p><b>Key Topic 2: What was the impact of the Treaty of Versailles on the Republic??</b></p> <p>a) I can assess provide an argument as to why the Germans were discontent with The Versailles Settlement.</p> <p><b>Key Topic 3: To what extent did the Republic recover after 1923??</b></p> <p>a) I can dissect the composition of The Weimar Constitution, the main political divisions, the role of the army and how this impacted recovery.</p> <p>a) I can assess the significance of the political disorder, 1919–23, the economic crises and hyper-inflation along with the occupation of the Ruhr.</p> <p><b>Key Topic 4: What were the achievements of the Weimar period?</b></p> <p>a) I can provide detailed descriptions of the cultural achievements of the Weimar period under Stresemann.</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <p>MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions.</p>

			Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.
Term 3	<p>Unit 6:</p> <p><b>German Study, 1918-45.</b> <b>Depth</b></p> <p>Why was Hitler able to dominate Germany by 1934?</p>	<p><b>Key Topic 1: What did the Nazi Party stand for in the 1920s?</b> a) I can discuss the early years of the Nazi Party, their ideas and methodologies and the roles of their key figures.</p> <p><b>Key Topic 2: Why did the Nazis have little success before 1930?</b> a) I can link the impact of the Weimar Republic and other factors to the lack of support for the Nazi party before 1930.</p> <p><b>Key Topic 3: Why was Hitler able to become Chancellor by 1933?</b> a) I can discuss the impact of the great depression and other reasons why there was increased support for Hitler and the Nazis in the 1930s; which eventually led to his chancellorship.</p> <p><b>Key Topic 4: How did Hitler consolidate his power in 1933–34?</b> a) I can explain how Hitler used the Reichstag Fire, the election of 1933, the Enabling Act and other factors to consolidate his power.</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b> MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p>
Term 3	Revision and End of Year Assessments	List content here to be revised in preparation for End of Year Assessment	What is the style of the assessment?

