



Curriculum Map

Year 10

History

Learning Aims and Curriculum Intent:

Pupils in 10 History begin the Cambridge IGCSE, focusing on modern world history from 1918 to 1975. Content-wise, this picks up from Year 9’s unit on the First World War to look at the Treaty of Versailles, before considering the new international order in the 1920s and 1930s, including the League of Nations. The causes of the Second World War are analysed in detail and the impact of that conflict is explored through a focus on the Cold War. The syllabus considers the emergence of rival superpowers by 1950 and then considers the USA’s attempts to contain communism in Korea, Cuba and Vietnam.

The IGCSE encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners explore history from a diversity of perspectives, including social, economical, cultural, and political. History encourages learners to confidently explore historical concepts such as cause and consequence, change and continuity, and similarity and difference. Pupils are responsible, appreciating historical evidence and how to use it. They are reflective, gaining a greater understanding of international issues and inter-relationships. They are innovative, learning how to present clear, logical arguments engaged, developing an interest in and enthusiasm for learning about and understanding the past.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Topic 1: Was the Treaty of Versailles Fair?</p> <p>Focus points</p> <ul style="list-style-type: none"> • What were the motives and aims of the Big Three at Versailles? • Why did the victors not get everything they wanted? • What was the impact of the Treaty on Germany up to the end of 1923? • Could the Treaty be justified at the time? <p>Specified content</p> <ul style="list-style-type: none"> • The roles of Wilson, Clemenceau and Lloyd George in the peace-making process • The terms of the Treaty • Social, economic and political impact of the Treaty in Germany to the end of 1923 • Contemporary opinions about the Treaty 	<p>Knowledge and understanding of historical content.</p> <p>Analysis of historical skills including</p> <ul style="list-style-type: none"> • Cause and Consequence • Change and continuity • Significance of key individuals • Interpretations of the past <p>For Paper 1, written skills of description, explanation, and evaluation.</p> <p>Applying historical context to primary and secondary sources</p> <p>Explicit practise of Paper 2 source questions including</p> <ul style="list-style-type: none"> • ‘What is the message?’ • ‘Why was this source produced?’ • ‘How similar are sources x and y?’ 	<p>Regular knowledge-based assessment and health checks</p> <p>Common Departmental Assessment each half term on the prescribed topics, consisting of a 10-mark (evaluate) question plus a ‘what is the message?’ source question.</p>
	<p>Topic 2: To what extent was the League of Nations a success?</p> <p>Focus points</p> <ul style="list-style-type: none"> • How far did weaknesses in the League’s organisation and membership make failure inevitable? • How successful were the League’s attempts at peacekeeping in the 1920s? • How important was the League’s humanitarian work? • How far did the Depression make the work of the League more difficult in the 1930s? <p>Specified content</p> <ul style="list-style-type: none"> • The structure, aims and membership of the League • Successes and failures in peacekeeping during the 1920s: Vilna 1920; Aaland Islands 1920–21; Corfu 1923; Bulgaria 1925 • The League’s humanitarian work: refugees; health; working conditions; slavery • The League in the 1930s: causes, events and consequences of the Manchurian crisis and of the Abyssinian crisis 		

Lent	<p>Topic 3: How far was Hitler’s foreign policy to blame for the outbreak of war in Europe in 1939??</p> <p>Focus points</p> <ul style="list-style-type: none"> • What were the long-term consequences of the Treaty of Versailles? • What were the consequences of the failures of the League of Nations in the 1930s? • Was the policy of appeasement justified? • How important was the Nazi–Soviet Pact? • Why did Britain and France declare war on Germany in September 1939? <p>Specified content</p> <ul style="list-style-type: none"> • Hitler’s foreign policy aims • Rearmament • The Saar • Remilitarisation of the Rhineland • The Rome–Berlin Axis and the Anti-Comintern Pact • German and Italian involvement in the Spanish Civil War • Anschluss with Austria • The crisis over Czechoslovakia and the Munich Agreement • The Polish crisis and the outbreak of war <p>Topic 4: Who was to blame for the Cold War</p> <p>Focus points</p> <ul style="list-style-type: none"> • Why did the US–Soviet alliance begin to break down in 1945? • How had the USSR gained control of Eastern Europe by 1948? • How did the United States react to Soviet expansionism? • What were the consequences of the Berlin Blockade? • Who was more to blame for starting the Cold War: The United States or the USSR? <p>Specified content</p> <ul style="list-style-type: none"> • The origins of the Cold War: <ul style="list-style-type: none"> - the 1945 summit conferences and the breakdown of the US–Soviet alliance in 1945–46 - Soviet expansion into Eastern Europe to 1948, and American reactions to it - the occupation of Germany and the Berlin Blockade - NATO and the Warsaw Pact 	<p>Knowledge and understanding of historical content.</p> <p>Analysis of historical skills including</p> <ul style="list-style-type: none"> • Cause and Consequence • Change and continuity • Significance of key individuals • Interpretations of the past <p>For Paper 1, written skills of description, explanation, and evaluation.</p> <p>Applying historical context to primary and secondary sources</p> <p>Explicit practise of Paper 2 source questions including</p> <ul style="list-style-type: none"> • ‘What is the message?’ • ‘Why was this source produced?’ <p>‘How similar are sources x and y?’</p>	<p>Regular knowledge-based assessment and health checks</p> <p>Common Departmental Assessment each half term on the prescribed topics, consisting of a 10-mark (evaluate) question plus a ‘why was this source produced in the year x?’ source question.</p>
Trinity	<p>Topic 5: How effectively did the United States contain the spread of communism?</p> <p>Focus points</p> <ul style="list-style-type: none"> • This key question will be explored through case studies of the following: <ul style="list-style-type: none"> - The United States and events in Korea, 1950–53 - The United States and events in Cuba, 1959–62 - American involvement in Vietnam, 1955–75 <p>Specified content</p> <ul style="list-style-type: none"> • Case studies of: <ul style="list-style-type: none"> - American reactions to North Korea’s invasion of South Korea, the involvement of the UN, the course of the war to 1953 - American reactions to the Cuban Revolution, including the Missile Crisis and its aftermath. - American involvement in the Vietnam War, including reasons for involvement, tactics and strategy, reasons for withdrawal 	<p>In addition to the above, additional focus on ‘Are you surprised?’ and ‘does source x prove source y is lying?’ style source questions.</p> <p>Additional focus on revision and exam readiness in the build up to end of year examinations</p>	<p>In Trinity 1: A common departmental assessment combining Paper 1 and Paper 2 techniques.</p> <p>In Trinity 2: A hybrid end of year exam where pupils complete one Paper 1 style question (4, 6, 10 mark questions and a three Paper 2 style questions (sources).</p>

Examples of Homework	Prepare and deliver speech by either Lloyd George, Wilson or Clemenceau explaining your vision for the Paris Peace Conference and the kind of treaty you want imposed on Germany; past paper questions or planning of longer extended writing questions; re-writing of essay questions or paragraphs after teacher feedback.
Key terminology	Self-determination; diplomacy; disarmament; demilitarised; communism; unanimous; hyperinflation; putsch; armistice; isolationism; internationalism; ambassador; council; assembly; secretariat; depression; unemployment; refugee; militarism; lebensraum; grossdeutschland; Aryan; appeasement; Saar; Rhineland; Anschluss; Sudetenland; expedient; containment; MAD; buffer zone; sphere of influence; blockade; NATO; Warsaw Pact; Marshall Plan; Cominform; airlift.
Super-curricular enrichment and scholarly extension	<p>Membership and attendance of History Society at Forest School comes highly recommended.</p> <p>Read: See History reading list for full detail. A good overview might be found in Overy, <i>The Inter-War Crisis 1919-1939</i> (2007). Otherwise, any fiction work set in the context of the Second World War or the Cold War would be beneficial.</p> <p>Watch: <i>World War Two in Colour</i> (2010), especially Episode One; <i>Munich: The Edge of War</i> (2021); Ken Burns’ <i>The Vietnam War</i> (2017); <i>Platoon</i> (1986); <i>The Cold War</i> (1998-99), especially episodes 1-5, 10 and 11; <i>Apocalypse: the Cold War</i> (2019)</p> <p>Listen: <i>The Rest is History</i>; <i>History Hit</i>; <i>GCSE Pod</i>; <i>BBC Radio 4</i></p> <p>Visit:</p>

	<p>In the UK to: The Imperial War Museum, Churchill War Rooms and Houses of Parliament, Westminster</p> <p>For overseas visits, we take Year 11 to Germany in October half term, but WW1 battlefield sites in France and Belgium; any large city in Germany will have a Nazi Documentation Centre; alternately visits to concentration camps/memorials in Germany or Poland if you think your child can handle it!</p>	
Useful websites	<p>https://www.gcsepod.com/ https://www.historylearningsite.co.uk/ https://www.johndclare.net/ https://www.activehistory.co.uk/igcse/revision.htm (we have a school subscription- ask the library) https://www.historytoday.com/ (we have a school subscription- ask the library)</p>	
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